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ABSTRACT

The position taken is that elementary schools need a guidance program and an elementary school guidance counselor who is a regular member of a given school staff. However, it is advocated that elementary guidance should not be merely an extension of the secondary guidance program. The viewpoint taken here is that elementary guidance should be developmentally focused rather than remedial, and that great emphasis should be placed on working with parents and teachers as well as students. Stress is placed on group work and consultation; however, individual contact and counseling is still advocated and considered necessary. The need for elementary counselors and the paucity of appropriate training programs is indicated. Finally, a training program to prepare guidance counselors to fulfill certain role functions considered compatible with the developmental viewpoint is described in some detail. (KJ)

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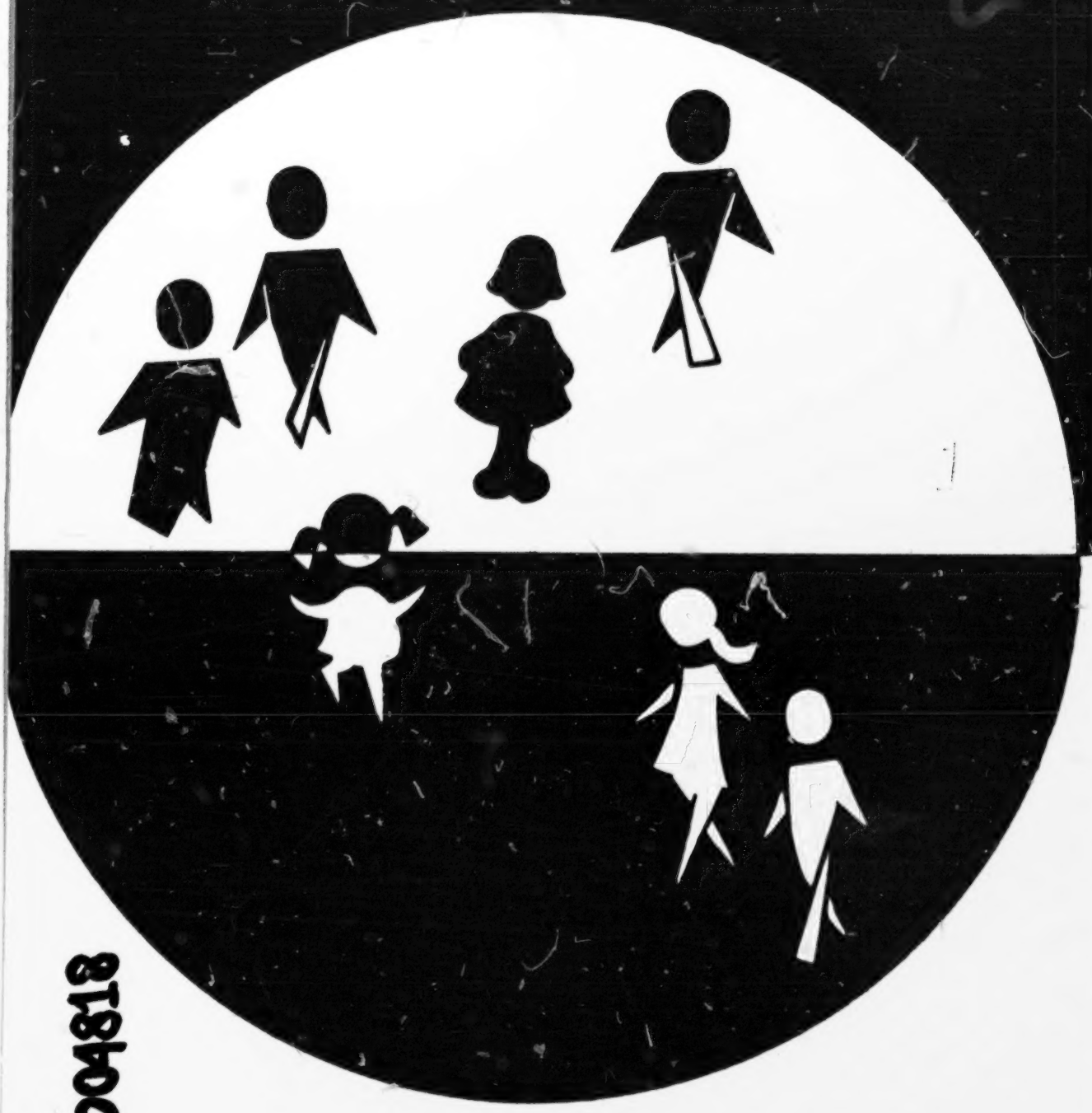
Moy Gum

THE ELEMENTARY SCHOOL GUIDANCE COUNSELOR:

A DEVELOPMENTAL MODEL



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Second in an Elementary Guidance Series

The Elementary School Guidance Counselor: A Developmental Model

By

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A Publication of the *Minnesota Guidance Series*
edited by G. Dean Miller

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Pupil Personnel Services Section

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Preface

Many individuals and groups have for a number of years been studying the area of elementary guidance. As part of this activity, the Minnesota Department of Education published *Facilitating Learning and Individual Development: Toward a Theory for Elementary Guidance* by Armin Grams (1966).

A number of elementary guidance demonstration projects are being funded in Minnesota with National Defense Education Act (NDEA) monies and local funds. In a few schools the cost of elementary guidance programs is borne entirely by local funds. There are other guidance programs being funded out of Title I (P.L. 89-10) funds.

Some colleges and universities in our state have indicated an interest in developing preparation programs for elementary guidance workers.

It is only natural that eventually some general guidelines for training and certification be developed and it is to this end we present this monograph, the second in a series on elementary guidance.

Dr. Moy Gum was invited to develop the monograph because of his extensive interest and work with our State Department Pupil Personnel Advisory Committee's subcommittee on elementary guidance. An earlier version of this monograph was used as a basis for planning the 1968-69 NDEA Institute on Elementary Guidance at the University of Minnesota, Duluth.

Pupil Personnel Staff

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Chapter **1**

Introduction and Background

Need for Elementary Guidance

The writer assumes that man strives to become as fully functioning as possible within the limits of his potential and his environment, and that he seeks to grow and develop in positive directions to the extent that society and significant others *facilitate* rather than obstruct such growth tendencies. Carl Rogers (ASCD, 1962) states:

> It will have been evident that one implication of the view presented here is that the basic nature of the human being, when functioning freely, is constructive and trustworthy. For me this is an inescapable conclusion from a quarter century of experience in psychotherapy. When we are able to free the individual from defensiveness, so that he is open to the wide range of his own needs, as well as to the wide range of environmental and social demands, his reactions may be trusted to be positive, forward-moving, constructive. (p. 30)

It seems unlikely that any school would question the desirability of attaining fully functioning individuals, or the viewpoint that the school has an important role in the facilitation of such attainment among its pupils. This viewpoint is implied in the stated objectives of most school systems, which stress competencies that the school can foster, since these competencies have a direct bearing on the child's total growth and development. Mastery of the three "R's", the basic skills, knowledge, and attitudes is essential for effective learning about oneself and one's environment, and for the maximizing of one's potential. However, it is becoming evident that intellectual development unaccompanied by adequate socio-emotional and healthy physical development operates against full utilization of one's capabilities. Therefore, the current trend is for educators to advocate an integrated approach in which learning and growth are perceived as mutually interrelated in the process of enhancing the individual's full self-actualization. (e.g. Grams, 1966, ASCD 1966)

In line with and supporting such viewpoints has been the guidance movement. As guidance has become more fully accepted and established

at the secondary level a growing demand for guidance at the elementary level has developed.* Moreover, when the problems of underachievement and dropout were studied it became fully apparent that these problems could have been identified at the elementary level. The evidence clearly indicated that to be effective in helping potential underachievers and dropouts, programs of assistance must begin in elementary school if not before. A result of these findings has been the development of various programs such as "Headstart," the Higher Horizons program in New York City, and the many recent programs under Title I funds from Public Law 89-10. There is a growing realization that children's problems are not merely "the problems of growing up" which will just disappear if we wait long enough. Furthermore, while elementary teachers are probably more learning-and-growth centered than are secondary teachers generally, this does not mean that they are adequately trained to deal with the developmental concerns of each child, nor do they have the time. With growing enrollments and the after-Sputnik pressure to teach more content, our elementary teachers are hard pressed to do all that is demanded of them. As Gren Nelson (Smith & Eckerson 1966 a) comments:

> The most efficient and well-trained teacher cannot be expected to assume the full responsibility for teaching expanded content to increasingly heterogeneous groups of pupils and also serve as a counselor, psychologist, social worker, and school nurse. At no place is the problem so acute as in the elementary classroom. Already charged to provide a 'firm foundation in the fundamentals for learning', the elementary teacher is reminded that 'dropouts originate in the elementary school', that more preteens suffer from hypertension diseases than ever before, and that patterns of personality development become fairly stable in early adolescence. (p. 2)

Because of problems related to training background, time available, room facilities, and role perception, the teacher cannot be expected to fulfill all of the guidance needs that exist in the elementary school. When elementary teachers or principals are consulted, they clearly indicate that a need exists for some form of psychological assistance as an integral and permanent part of the daily school setting. In a very recently completed national survey of guidance services in elementary schools, some of the important summary statements about Child Development Consultants (CDC) made by Smith and Eckerson (1966 b) are as follows:

---

*At the 1966 Minnesota Congress of Parent and Teachers convention, for example, a resolution calling for more elementary guidance was passed.

> Where CDC services existed, most principals asked for more. . . . Schools located in advantaged and disadvantaged areas had CDC's more often than schools located in average communities. However, CDC services were available to children in only one-third of schools located in disadvantaged areas. Three-fourths of principals in schools without CDC's expressed need for their services. (p. 5-6)

This study indicated that the specialists were spending a major part of their time working with special problem pupils. Teachers also express their need for specialists to help them with problem students. Programs for the culturally disadvantaged have provided evidence of the help that specialists can give in enhancing learning and growth within the school setting.

While current practice and demands tend to emphasize the remedial or problem centered functions of elementary specialists, there is growing agreement that in the future their work should focus more on preventive and developmental aspects of guidance. While recognizing that early remedial work is preventative of later difficulties, Eckerson and Smith (1962, Successful Practices) foresee future elementary guidance programs as "emphasizing the development of talents rather than the correction of deficiencies . . ." In another article (1962, The Consultant) these writers comment:

> A review of some outstanding programs in elementary schools suggests the following definition: guidance in elementary school assists 'all' children directly, and indirectly through their teachers and parents, in making maximum use of their abilities for their own development and for the good of society. The emphasis is on the early recognition of intellectual, emotional, social and physical strengths and weaknesses, on the developing of talents, on the prevention of conditions which interfere with learning, and on the early use of available resources to meet the needs of children. (p. 1)

No doubt the elementary specialist must do some remedial work, but there is strong advocacy that maladjusted and emotionally disturbed children be referred to other specialists in the school or to community resources, thus freeing the counselor to perform preventive and developmental functions. Dinkmeyer (1965a), taking a similar position, states:

> There is need at the elementary school level for the child to discuss his abilities, interests, achievements, goals and purposes and present functioning. This type of counseling

> I would refer to as developmental. It would assume no pathology present. It would stress helping the child meet the normal developmental problems and developmental tasks of childhood. This counseling would further psychological growth and development. Its stress would be on development of a self-concept which enables the person to function more effectively. (p. 4)

With the growing need for remedial, preventive and developmental services for elementary children as expressed by parents, teachers, and administrators, the evidence seems to indicate that our nation's schools are beginning to move in the direction of adding such child development specialists to their school staff. Smith and Eckerson (1966 p. 6) in their national survey of elementary schools state that "one fifth of elementary schools with CDC's started their programs before 1948; forty percent of the programs with CDC's started during the period 1958-63." It is interesting that while Conant (1959) for example recognized the appropriateness of starting counseling programs at the elementary level, it was not until 1964 that the National Defense Education Act was extended to include elementary guidance (and then with no increase in funds). Nevertheless, the elementary guidance movement has expanded and gained momentum and is spreading throughout the country according to Eckerson and Smith (1962). According to the Minnesota State Department of Education, the number of elementary schools that are asking for trained guidance personnel and the number of individuals seeking training are increasing. However, the development of elementary guidance programs may slow down since the present trend in Congress is to reduce the amount of aid to education, especially NDEA, Title V-A Guidance and Counseling.

Finally, if we really believe that all of our youth need to be educated, if talent at all levels is to be conserved and utilized, if every child shoud be enabled to develop to his fullest potential, then it is inescapable that we must do much more than what we are currently doing to facilitate fully rounded development — cognitive, emotional, personal-social, and physical. And the guidance specialist is clearly one of the important potential resources in this endeavor.

Elementary and Secondary Guidance

The fact that guidance, as practiced in secondary schools, has not moved sooner to the elementary level may in part be explained by basic differences in the needs of the two populations. Historically, high school guidance has had a strong vocational focus with many of its activities relating to providing occupational and educational information and helping the student plan for his life's work. But, as Eckerson and Smith (1962, The Consultant) contend:

> The elementary school child's needs do not call for emphasis on educational and vocational counseling; few of these youngsters are mature enough to make valid decisions for themselves by means of the counseling interview, nor are they concerned with choices of courses or vocations. (p. 1)

This does not mean, of course, that elementary students should not be made aware of the world of work and the contributions of our industrial society to our way of life; but this is not a major focus of an elementary guidance program. In fact, contrary to the secondary level, the world of work is frequently an integral part of the elementary curriculum.

Arbuckle (1962) contends that there are other differences between elementary and secondary guidance in that the elementary teacher teaches the same class of students for the entire day and hence tends to assume some of the personnel point of view and functions. In addition, the relationship of the home is much closer in the elementary school with more active PTA and parental involvement with the school. Thus, there is a growing realization among the experts that guidance at the elementary level must not mirror the secondary guidance program. (Ohlsen 1965, Grams 1966) When the emphasis is upon early identification of strengths, weaknesses, and potentials, when the concern is focused on attitudes toward learning and toward the school, and such aspects as "learning to learn" or "learning to want to learn" the the obvious approach to guidance becomes developmental and preventive, an approach that has not been prevalent in the secondary schools.

Need for Elementary Guidance Counselor Preparation Programs

As previously mentioned, secondary guidance has gained great impetus as of 1958 following the earlier NDEA legislation but elementary guidance has not had the same opportunity to develop. Thus Eckerson and Smith (1962, The Consultant) commented:

> Its existence is just beginning to be recognized by representation at the State level, although State certification rarely makes any distinction between the qualifications required for guidance personnel in elementary and secondary schools. Only a few colleges and universities have initiated graduate programs specifically tailored to prepare the guidance consultant who works with young children. (p. 1)

Recognition of the need to develop elementary guidance preparation programs is evident by the fact the National Defense Education Act was extended in 1964 to include support for elementary guidance programs.

The state of Minnesota is an example of this lag in elementary guidance program development. For while Minnesota currently has one of the highest certification requirements in the nation and is recognized for its preparation of secondary counselors, only one program for preparing elementary school guidance counselors is fully operational and this is the result of funding under the Education Professions Development Act (EPDA). The University of Minnesota, Minneapolis, prepares social workers and school psychologists, but the demand for these individuals already far exceeds the supply. The lag is evident when one realizes that there are eight approved institutions in Minnesota training secondary counselors but only one fully developed program to prepare elementary guidance counselors. Therefore, there exists a need for *planned development* of preparation programs in this state for elementary school guidance counselors.

Need for a Rationale*

An intelligent and reasonable approach to the development of a new program dictates that such an undertaking will be most effective if serious thought precedes specific program development. Experience clearly indicates the need for theoretical foundations and well defined objectives and role functions before a specific program is developed. Thus Carlton Beck (1963) has commented:

> No field of endeavor which touches human lives can afford to leave its philosophical presuppositions unexamined. . . . The Western intellectual tradition has affirmed the need for reflection. (p. 1)

However, in a review of the present state of guidance Beck further states that:

> In recent guidance literature several major writers have expressed concern about the paucity of explicit statements dealing with the philosophical foundations of guidance. They felt that basic assumptions and guidelines have been ignored for many substantial reasons, but that such omission was detrimental to the future of guidance as a profession. (p. 2)

Therefore, in order to assure orderly development of well considered elementary guidance programs it becomes mandatory that a careful development of a rationale be attempted to which counselor educators and other interested parties may react before programs are created and become incrusted. Such a rationale and the reactions to the rationale should provide better and more flexible bases for the creation of mean-

*This position paper is a logical sequel of the monograph by Grams (1966) and some of the ideas presented in this paper are quite similar or related to those expressed by Grams.

ingful training programs in light of the goals of education, the developmental needs of children, and the current and future learning environments. Moreover, since in time some form of state certification will be developed, a rationale that is well thought out and which meets general acceptance will serve as a meaningful format for the development of state certification standards. (See Proposed Standards in Appendix).

Chapter **2**

Rationale for Elementary Guidance: A Developmental Viewpoint

General Approaches to Guidance

Elementary guidance may be remedial or preventive or developmental or a combination of these. There exist some disagreement as to the most appropriate emphasis, especially between the remedial and preventive approaches. Often there is an immediate problem for which treatment is obviously needed; how can one ignore children in need of help? The problem is that if the limited staff works intensively with a small number of problem cases, the needs of the larger population of students may be neglected. While it is not logical to talk of preventing fires while the building is burning down, this is not always the situation; and to advocate one approach over the other is too simple an answer. Safety measures and prevention must be done while firemen and fire equipment stand by to take care of emergency situations. As Byrne (Eastern Regional IRCOPPS, 1966) commented, 'Unlike the traditional pupil service worker, he is not crisis oriented; he is development oriented. He serves in crises, of course, but not only crises." For one cannot ignore the fact that in a real sense a remedial approach can, in fact, be preventive in the long run; that is, if we work with a problem child in first grade and facilitate his adjustment to school, or if we work with his mother and father and their marital problems and improve their home situation so that not only this child but the other children are thereby enabled to have a better home situation, is this not in a very real sense prevention? Perhaps a better approach may be that of Eli Bower (Lambert, et al., 1965) in which the term remedial is not used, but rather all aspects are referred to as prevention; thus, there are three stages of prevention as follows:

> In other words, the three states of prevention are: 'primary', what is done for population at large; secondary, what is done for identifiable vulnerable groups; tertiary, what is done by way of treatment and rehabilitation. (p. 1)

However, Bower points out in the same article that ". . . few wish to wrestle . . ." with primary prevention and that this problem also exists

in medicine which focuses much of its efforts in *curing* illness rather than in *creating healthy people.*

Bower's "primary" approach may be called the developmental viewpoint. As mentioned earlier, there is a growing trend to stress this approach in more current literature, especially literature dealing with elementary guidance. Since the elementary school is the beginning point in education, it could be said that, in one sense, remedial work done at this early level is developmental. Such remediation prevents problems from becoming too acute and thus facilitates the sound and healthy development of the child. For this reason if no other, it seems very illogical to have guidance services at the secondary but not at the elementary level, and the developmental approach would seem to be particularly appropriate to this beginning educational level.

Reluctance to accept the developmental viewpoint is in part a result of (1) a dearth in current literature as to what exactly does one do that is developmental guidance and (2) the traditional remedial approach is well ingrained in the minds of teachers, parents and principals. Hill and Luckey (1969) refer to other difficulties in implementing the developmental approach as:

> . . . somewhat harder to apply in elementary schools for two very understandable reasons:
>
> First, some elementary school teachers are not sure that they need help with any children except those who are unusual in some way.
>
> Second, there is a serious shortage of properly prepared personnel to perform the functions needed in a sound program of elementary school guidance. Thus the remedial approach to elementary school guidance is predominant in the schools. (p. 36)

However Hill and Luckey conclude: "It is our conviction that if elementary school guidance remains chiefly a remedial function, it will fall far short of its potential for contributing to the education of all the children." (p. 37)

Lambert (1965) points up the importance of the school's preventive role in developing healthy children. He states:

> . . . preventive programs must aim at building the strength in children that would help them avoid behavior problems. And where is the laboratory, the logical proving ground for this approach? It has been with us all the time: the school is the strategic place in which to start building these strengths (p. vii)

In many instances, it is difficult to separate the preventive viewpoint from the developmental. At times, the two approaches overlap to a large degree. Thus Lambert (1965) refers to: . . .

> . . . the twin standpoints of 'preventing' learning and behavior disorders in young people and of 'building' strengths through learning.

Later in referring to these papers she says "They represent an effort to illustrate 'the essential role of the schools in the development of personality and the potential of educational institutions to assist in preventing learning and behavior problems in children' ". In another of the above papers, Gerald Caplan (Lambert, et al., 1965) who is writing about primary prevention of mental disorders in the school, refers to two types of crises:

> ". . . 'regularly occurring biopsychosocial transitional points and accidental happenings'. . . . The first type includes expectable endogenous changes associated with biological and psychological growth and with development phases which are more or less linked with chronological age, such as the stages of personality development described by Freud, Piaget, and Erikson." (p. 16)

In a similar vein Jerome Kagan (Mansfield Public Schools, 1965) writing about the developmental focus of elementary guidance states:

> I like to think about development as being made up of certain critical periods. What is a critical period? This term was borrowed from biology and means that there are certain stages of development during which certain processes are occurring at a very rapid rate. Interference or unusual environmental events occur during that time will have maximum effect on the developing organ or organism, while the identical event or interference will have minimal effect at a later date. (p. 10)

While the preventive and developmental approaches may overlap to some degree, it is this writer's viewpoint that a difference does exist in that the preventive point of view is somewhat negatively loaded with a defensive approach; that is, one of seeking to prevent a negative experience from happening. The developmental point of view is more positively growth oriented . . . seeking to provide maximum growth experiences to enhance and facilitate healthy development in view of our understanding of the "critical periods" or (as Havighurst (1948) refers to them) "developmental tasks". This term is defined by Havighurst (1948) as follows:

> A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. (p. 6)

Thus, from the developmental viewpoint, the administration, the teachers, the guidance worker and the curriculum itself would focus on providing those enhancing experiences in appropriate sequential order and at the "teachable moment" so as to maximize positive growth of all individuals. The developmental tasks of children of the elementary school, as seen by Havighurst, are as follows:

1. Learning physical skills necessary for ordinary games
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate sex role.
5. Developing fundamental skills in reading, writing and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values.
8. Developing attitudes toward social groups and institutions. (pp. 17-26)

The Areas of Focus in Guidance

Elementary guidance must be an integral part of the school in philosophy and practice. It must be a continuous process aimed at meeting the developing needs of all pupils. The developmental viewpoint requires emphasis on the affective domain as well as the cognitive domain, on the social as well as the physical development of the child; all aspects are interrelated and interacting in significant ways to profoundly affect growth and learning of the child. Thus Grams (1966) in developing a theory for elementary guidance refers to ". . . the varieties of learnings which contribute to total competence and the development of personality." In defining what he means by total competence, Grams comments:

> "We would re-emphasize the breadth of the concept of competence we are embracing in our rationale. We are not speaking only of academic concepts and skills learned in the usual cognitive context. We are interested in the development of the total human being to the extent that

> it is possible to assist individuals to maximize their potentiality. . . . Both affective "non-cognitive" learnings as well as cognitive, as part of such a conceptualization since we are interested in all identifiable developmental changes which we can facilitate in the individual's pursuit of personal adequacy. (p. 30-31)

1. *The Cognitive Domain*

There is little doubt but that cognitive learnings are heavily emphasized in our schools. The focus is on academics, on mastering the three Rs, on acquiring the knowledge educators believe to be essential. Bloom (1956) in the volume *Taxonomy of Educational Objectives: Cognitive Domain* refers to the cognitive domain as

> ". . . these objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. . . . It is the domain in which most of the work in curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior. (p. 7)

The result has been that methods for evaluating such objectives have evolved to a rather high degree of effectiveness. Because educators tend to value and prize cognitive aspects of education, our educational settings have tended to become much too weighted toward one end of the goals of education. Thus in the more recent volume *Taxonomy of Educational Objectives: Affective Domain* (Krathwohl, Bloom & Masia 1964) the authors state:

> We studied the history of several major courses at the general education level of college. Typically, we found that in the original statement of objectives there was frequently as much emphasis given to affective objectives as to cognitive objectives. . . . However, as we followed some of these courses over a period of ten to twenty years, we found a rather rapid dropping of the affective objectives from the statements about the course and an almost complete disappearance of efforts at appraisal of student growth in this domain. (p. 16)

Later the authors state further that "Gradually education has come to mean an almost solely cognitive examination of issues." While these two volumes refer to college and secondary levels the general tendency and practices would very probably not be too different at the elementary level.

Thus Ilg (Smith & Eckerson, 1966a) comments:

> Is not a seven-year-old's love for his teacher as important as learning to read? Not that there won't be formalizing moments and stronger demands. But let third grade be the transition area into the stricter regime of fourth grade when the nine-year-old wants to put his ideas and skills to the test. . . . Is he better off if he has had a strict regime in the first and second grade, or is he better off if he has been given time for growing? It is this area that interests us most, the area of growing. Educators have thought all too long about learning and not enough about growing. May the school of the future provide a place for growing. Then learning will follow naturally and hopefully within the realm of discovery. (p. 14)

Another consideration is that of how adequately the cognitive domain is sampled in the learning situation. Bloom and his colleagues (1956) list a hierarchical order of cognitive objectives as follows:

1.00 Knowledge	4.00 Analysis
2.00 Comprehension	5.00 Synthesis
3.00 Application	6.00 Evaluation

The authors indicate that there has been a tendency to restrict ourselves to the lower or simpler end of the cognitive domain in our teaching and assessment. Thus education has not fully encompassed the entire scope of the cognitive domain. The future trend according to Raths (ASCD 1966) is that ". . . education as the accumulation of facts is being replaced with a view that sees education as striving for profounder goals." He adds that "More and more emphasis is being placed on the higher levels of cognitive skills — comprehension, analysis, application, synthesis and evaluation."

While this shift in emphasis is desirable and noteworthy it is this author's concern that this movement will result in a greater focus on cognitive aspects at the expense of the development of the affective domain.

2. *The Affective Domain*

This area of concern, which deals with interests, attitudes, values and the development of adequate adjustment and appreciations, is a part of all school objectives. However, the task of achieving such objectives and evaluating them is one fraught with frustration. Thus Bloom (1956) states:

> Objectives in this domain are not stated very precisely; and, in fact, teachers do not appear to be very clear

> about the learning experiences which are appropriate to these objectives. It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestations. (p. 7)

In spite of such problems these objectives are of vital significance, and educators are reluctant to forego affective goals. Thus Krathwohl Bloom & Masia (1964) remark:

> Having suffered frustration and to some extent failure in our attempts to classify affective objectives, we were a bit surprised to find that many members of the original Taxonomy group still thought the task important and worth the effort to complete it. (p. 13)

The authors further point out that in time there seems to be an erosion effect upon affective objectives so that in time there is a shift in intent; that this may occur because cognitive objectives are easier to teach and measure; that there is a serious inadequacy of appraisal techniques for affective objectives; and that values, attitudes and such affective aspects are regarded as private matters. In spite of the above obstacles, it seems that educators cannot continue to take a "slip-shod" approach to affective goals. Compulsory education, the increasing mobility in community and home living, and the growing demand for more and better educated citizens in our technological society all increase the school's responsibility to facilitate the attainment of some of these affective goals. Developing a positive attitude toward school or developing a positive attitude toward learning so that the child learns to want to learn are examples of affective objectives a school has direct responsibility to facilitate. In fact, the attainment of such goals would also help the school staff itself in the long haul. Actually, various projects such as the Higher Horizons or the Great Cities Program or any of the many other programs for the disadvantaged are in fact, seeking to modify attitudes and values. It is not suggested here that we should "enforce" values but rather that we expose children to "positive" values which will better assure the individual a greater freedom to actualize himself. We will thus be enhancing and facilitating the individual's growth and development.

Interestingly, although Krathwohl (1964) and his colleagues raise various questions and present a rather pessimistic picture about affective objectives they also make quite clear that studies indicated "affective objectives 'can be achieved by the school' if the attainment of such objectives is regarded as sufficiently important by teachers and administrators." The authors declare, however, that in order to achieve affective objectives, there must be a change or modification in the

learning experiences provided and that the entire environment must be interrelated and integrated in organization and work toward achievement of complex objectives. The authors also caution that the high attainment of cognitive tasks does not assure the accomplishment of affective goals; in fact they suggest that it may well be that in some instances mastering of cognitive tasks may lead to negative values or attitudes. Thus they state (Krathwohl, Bloom & Masia, 1964)

> The authors of this work hold the view that under some conditions the development of cognitive behaviors may actually destroy certain desired affective behaviors and that, instead of a positive relation between growth in cognitive and affective behavior, it is conceivable that there may be an inverse relation between growth in the two domains. (p. 20)

A very abbreviated version of the major headings of the affective domain as visualized by Krathwohl and his colleagues (1964, P. 176-185) are as follows:

1.0 **Receiving (Attending)**
- 1.1 Awareness
- 1.2 Willingness to Receive
- 1.3 Controlled or Selected Attention

2.0 **Responding**
- 2.1 Acquiescence in Responding
- 2.2 Willingness to Respond
- 2.3 Satisfaction in Response

3.0 **Valuing**
- 3.1 Acceptance of a Value
- 3.2 Preference for a Value
- 3.3 Commitment

4.0 **Organization**
- 4.1 Conceptualization of a Value
- 4.2 Organization of a Value System

5.0 **Characterization By A Value Or Value Complex**
- 5.1 Generalized Set
- 5.2 Characterization

It is important to note that again the taxonomy is described in a hierachical order from a passive indifferent learner to a very involved and committed learner who has internalized the values. The important point is that the bulk of research to date seems to indicate present day teaching seldom exceeds the level of "responding". Perhaps it is because as

teachers we do not want to teach affective aspects or do not feel them important enough to be taught. If so, we do violence to our stated educational goals. Another possibility is that the affective domain is an area difficult to accomplish in the learning situation in that such aspects cannot be "taught" in the same way as the cognitive aspects. Thus, as we stress academics and push for more cognitive learning, we may well decrease the likelihood of achieving affective goals. Thus, Krathwohl states (Krathwohl, Bloom, Masia, 1964):

> What is suggested here, if specific changes are to take place in the learners, is that the learning experiences must be of a two-way nature in which both students and teacher are involved in an interactive manner, rather than having one present something to be "learned" by the other. (p. 81-82)

A very important point that educators often ignore is that the cognitive and affective domains are closely related, so much so that Krathwohl, Bloom & Masia (1964) comment: "There is a great deal of research which demonstrates that cognition and affect can never be completely separate . . . But even more interesting are the possibilities that one is in large part the effect of the other." They further comment:

> The writers are persuaded that, although there may be varying relations between cognitive and affective objectives, the particular relations in any situation are determined by the learning experiences the students have had. Thus, one set of learning experiences may produce a high level of cognitive achievement at the same time that it produces an actual distaste for the subject. Another set of learning experiences may produce a high level of cognitive achievement as well as great interest and liking for the subject. Still, a third set of learning experiences may produce relatively low levels of cognitive achievement but a high degree of interest and liking for the subject. (p. 86)

Finally, a crucial concept to consider is that brought forth by Bloom (1964b) in his book on studies of stability and change in various human characteristics and his findings that individuals are more likely to be open to major changes earlier in the growth period than at a later date. (Krathwohl, Bloom & Masia, 1964) remark:

> The evidence points quite convincingly to the fact that age is a factor operating against attempts to effect a complete or thorough-going reorganization of attitudes and values.

> We would be far more pessimistic about attempts to bring about major changes in the higher categories of the affective domain in adults than we would about making them in young children. (p. 85)

3. *Social Domain*

The area of social development, interpersonal relations, and human understanding has always been of concern in the lower elementary grades. However, as the child matures there has often tended to be a greater emphasis on cognitive learning and a concommitant deemphasis and less concern about social development, as if children acquire these skills and understandings just by "growing up". To learn to reason about human behavior and to develop adequacy in interpersonal relations should be just as important as reasoning and learning how to manipulate numbers. Peck and Havighurst (1960) lament the fact that "The idea of giving any formal place to the phenomena and laws of human behavior in the curricula of elementary schools as yet seems to strike most people as bizarre". It is a sad picture, but an accurate depiction of the narrowness of the scope of our school curricula, for it would be the rare school, be it elementary or secondary that would include a course in the psychology of human adjustment and interpersonal relations or the sociology of cultural differences. Are not these kinds of understandings just as important to living as is other academic content? The complaint of industry is that frequently the reason for discharging an employee is not that he is inadequately trained to do the job at hand, but rather, that such an employee could not "get along" or work "harmoniously" with other employees. Furthermore, in the matter of developing an understanding of human behavior, Peck and Havighurst (1960) indicate that "The knowledge and the skills required are far harder to achieve than those required even in mathematics or the natural sciences. The subject matter is much more complex by nature, and objectivity is far harder to achieve."

To further compound the problem and yet indicate the importance of the social-interpersonal realm is the fact that more and more current literature and research indicate that one's self concept and feelings of adequacy are highly related to his ability to relate successfully with his peers, his peers perception of him, and especially his perception of how his peers see him. The elementary school is a vital setting for the child's early development in social and interpersonal relations with other significant adults and especially children. It is vital not only in the sense of early contact and interaction, but in the sense of numbers of different kinds of individuals, and in reference to the mastering of developmental tasks of these age periods and ultimately the satisfaction of needs. As Pauline Sears (1963) notes:

> The elementary school represents two important aspects of the child's life: first, it is his work—a serious business which provides opportunity for development of personal feelings of competence and self-esteem. Secondly, it represents an expansion of his world beyond the narrow confines of his family and home. The peer group of classmates, generally close to his own age, becomes an important agent of the socialization process. Relationships with other children are of considerable import to most children at this age. Whether or not the development of social skills is regarded as an overt responsibility of the school, the classroom and playground are social settings in which these learnings take place simply because of their group nature. (p. 6)

Combs (ASCD, 1962) indicates that the key to human interrelationships, ". . . requires a sensitivity and understanding of how things seem to the other fellow." He states:

> The principle is important beyond its use by the teacher. It is an important understanding for the student as well. It is a subject matter to be included in the curriculum. We need to teach students this way of approaching the human problems they encounter. (P. 72)

Some of the social and interpersonal developmental tasks at the elementary grade level were listed previously in this monograph in the section on "Rationale for Elementary Guidance." Successful mastery of these tasks has far reaching implications, and the school and its personnel cannot afford to continue to ignore their responsibility to facilitate successful coping with these tasks. Two good summary statements of the position taken here are Grams' (1966) statement:

> One of the most basic ideas about the nature of the learner is that he is a relational being whose very growth and development is dependent upon fellowship, communication, interaction in depth with others. (p. 17)

and Combs' (ASCD, 1962) statement:

> People discover their self concepts from the kinds of experiences they have had with life; not from telling, but from experience. People develop feelings that they are liked, wanted, acceptable and able from having been liked, wanted, accepted and from 'having been' successful. One learns that he is these things, not from being told so, but only through the experience of 'being treated as though it were so.' Here is the key to what must be done to pro-

> duce more adequate people. To produce a positive self, it is necessary to provide experiences that teach individuals they are positive people. (p. 53)

4. *Physical Domain*

Physical growth is a natural process of the elementary school child and this growing person is largely affected in his behavior and learning by various aspects of his growth. Children are very cognizant of their own rate and variation in growth, and they can become quite concerned about physical differences they notice between themselves and others. Moreover, virtually all experts in child development point out the inverse relationship that exists between physical defect, disease, or nutritional deficiency and school achievement. Most elementary schools take some precautionary steps for early detection of physical problems in children. However, as Bloom, Davis, and Hess (1965) comment:

> For children of low-income families, public health statistics generally confirm the increased incidence of gross organic deficiencies (for example, dental problems, defective vision, impaired hearing) as well as diseases commonly associated with adverse economic circumstances, such as tuberculosis. In addition, there are a variety of illnesses of a debilitating nature that are commonly not treated in this group and sap their energies. Included here are various specific deficiency problems and parasitic invasions. (p. 8)

In their recommendations the authors take the position that "If these health services cannot be provided by the parents, it is the responsibility of the school and the community to see that they are taken care of."

Not only is physical development related to level of achievement but also to one's self concept or feelings of adequacy. This is especially true since our schools are organized on the basis of age rather than physical maturation. Hence, youngsters are placed in a competitive situation where physical maturation can make a big difference, yet the schools do little to assess maturational differences and their impact upon learning and development. Ilg (Smith & Eckerson, 1966a) feels that much of the tension, frustration and early failure in the primary grades with resultant negative feelings toward school and learning, is the result of schools' ignoring physical maturation. He (Ilg) advocates grouping children in the early grades on a developmental basis.

Dinkmeyer (1965) states that "Piaget's formulations and the ensuing experimental data have indicated a functional continuity which exists between the emergence of sensory-motor skills and the develop-

ment of a concept formation. This stands in strong contrast to the traditional separation of such spheres of development." (p. 38)

Another problem initially physical but probably more a psychologically and culturally created problem is that of "sex typing." According to Kagan (Mansfield Public Schools, 1962) much of the academic problems of our boys are related to sex typing. (See also Parke, 1969) Furthermore, the problem is compounded when sex typing influences success in academic areas. Kagan states:

> Unfortunately, areas of knowledge, or academic mastery become involved in sex typing. This is, certain academic areas become classified by both adult and child as masculine, others as feminine. This is an unfortunate conflict and conflict comes from the mass media in part, and from the school system. The teachers and books in the educational system of our country promulgate this conflict. (p. 16-17)

Summary

Four major domains are considered: affective, cognitive, social and physical. All four are seen to have a significant impact upon the degree of learning that takes place in the elementary school setting. Furthermore these domains greatly influence personal development, that is, they affect the self concept. Finally, there is a high degree of interrelationship among the four domains, and elementary guidance as seen from a developmental viewpoint must assure maximum attainment of all four domains.

A Statement of Goals

At this point, it seems appropriate to present a statement of some of the specific goals of elementary guidance which capture the developmental flavor advocated. The following specific goals were enunciated by G. Dean Miller (Grams, 1966):

a. To assist the individual child in deriving positive personal meaning from learning.

b. To help the individual child to become more aware of his being and assist him in developing a positive attitude toward self.

c. To assist the individual child to develop a positive attitude toward life.

d. To help the individual child experience satisfaction from his relations with adults and other children.

e. To identify and communicate to parents facilitating attitudes and experiences which will enhance the child's success early in life (preschool) as well as sustained support during his school life.

f. To identify and communicate to teachers facilitating behavior which they may utilize to enhance the child's opportunity for success in the school setting.

g. To assist the individual child to develop competence with which he can cope with frustration and conflict in his personal-social life.

h. To help the individual child become aware of the place of values in life and to assist him in developing a system of his own but one which is compatible with a pluralistic society. (p. 212)

To the above goals the writer would add the following:

a. To facilitate the individual's understanding and acceptance of physical growth and development.

b. To enable the individual to become sensitive to others and to value mankind.

c. To help the child to understand and to prize democratic values.

Chapter **3**

Development of the Elementary Guidance Counselor

Before one proceeds to develop a curriculum to train a particular type of specialist, it would seem logical that a three step procedure be followed. First the special professional responsibilities should be spelled out. These responsibilities then enable one to move to the second step of determining the competencies this specialist must develop to be able to carry out the previously described responsibilities. Thus having clarified the responsibilities which in turn indicated the kinds of competencies needed, one is then able to proceed to the third step of deciding what type of curricula and experiences must be created.

Professional Responsibilities

The elementary guidance specialist must assume a variety of responsible roles in order to effectively meet the developmental needs of children. The developmental guidance role requires that the worker engage in both individual and group work with children, parents, teachers and other school functionaries. He will engage in both consultation and counseling, varying his approach in view of the demands of the situation. As stated previously the approach will be primarily preventive and developmental and only secondarily remedial; moreover, there must be as Grams (1966) suggests a "team effort" and the development of a "chain of supportive relationships" so that guidance functions will not be conceived of as "being the sole responsibility of school specialists."

1. *Working with Pupils*

The approach is one of direct or indirect intervention to facilitate the learning and growth of children. The interaction may be in the form of a counseling interview, play media or group activities and discussion. (Grams, 1966, Ohlsen, 1965, Meeks, 1964) Although there will be individual sessions, stress will be upon group sessions for common developmental needs. Because the elementary guidance consultant will be well versed in group dynamics, he will use group procedures and group counseling and he will be primarily responsible for coordinating and facilitating the development of and at times leading the discussion of

regularly scheduled group sessions with groups of children on such matters as teacher-pupil relationships, the meaning of pupil evaluation, sex education, new horizons, physical growth, mental health, dealing with adults, problems in learning, attitudes, etc. Many of these group sessions will involve teachers, parents, and other school specialists as the interest and competencies of each may apply. (H.E.W. 1962; Peters, Shertzer & Van Hoose, 1965; Shaftel, 1967)

2. *Working with Parents*

The approach here will also be both on an individual and group basis. Just as the attempt and focus of the developmental approach is to serve *all* students so there will be an attempt to work with as many parents as possible, and the best method would be through group meetings. However, it should be clearly indicated that in this instance any work with an individual parent is intended to have a preventive and developmental influence.

Parental work will be largely educational consultation. This does not mean the elementary guidance worker will not have to counsel parents. Frequently, these meetings and especially individual contacts will border on or become counseling situations. The workers must be able to help such parent or parents to gain an understanding of the problem as well as to develop a basic relationship that makes it possible to refer special cases. Such counseling sessions should not normally exceed one or two meetings. (Eckerson in Dinkmeyer, 1966). Eckerson, however, comes to a similar conclusion:

> The need for a counseling relationship of one or a few sessions may be rewarding when a parent is harassed, frightened, and confused about his child—or expects too much or too little from him. Thus, counseling may be in order when a parent-counselor meeting centers around a child's problem. (p. 7)

It should be indicated here that some experts would question the counseling of parents in any circumstance, and others do not advocate work with parents (e.g. Faust, 1966) because of the difficulties in maintaining contact with parents. A recent report by Shaw and Rector (1966) on group counseling with parents in their IRCOPP's project is somewhat encouraging. For the parents who did participate in the group counseling sessions, Shaw and Rector report the following conclusions:

> The large majority of parents perceived group counseling to have been helpful to them. The further a particular parent goes in the group counseling process, the more positively he is likely to view his group counseling experience.

> Over 95% of parents who participated indicated that they would recommend participation in a similar group to friends. (p. 17)

The above favorable responses by parents were made in spite of the fact that few of these same parents perceived changes in their children's behavior. However the study also provided clear indications how difficult it is to involve parents in group counseling. The actual number of participating parents constituted a small fraction of the total number of parents with children in the schools who were invited to join the groups. Perhaps parents are reluctant to admit they need counseling. This writer advocates that primary emphasis be on group guidance work with parents rather than counseling. Generally parents are more amenable to discussion groups on such topics as "child management," child growth and learning, etc. Generally most experts (e.g. Ohlsen, 1965; Grams, 1966; Smith and Eckerson, 1966 a,b) feel working with parents is a necessity. The developmental viewpoint requires that the elementary guidance counselor work with parents individually and in groups to help parents understand growth and emotional aspects of child development, learning in reference to the talented, the underachiever, the slow learner, and the average learner; helping parents communicate with teachers and the school; helping parents understand what the school is doing; involving parents in the learning experiences of their children; interpreting pupil data to parents; helping parents understand the total development of their children; or helping parents understand the guidance program and other programs of the school, etc. Finally, emphasis on working with parents is based on the premise that:

a. Usually parents are vitally concerned about their child's growth and learning.

b. Parents are "significant others" and greatly influence the child's motivation, interest, attitudes and values.

c. The home cannot be ignored because the developmental viewpoint requires consistency and continuity in approach.

3. *Working with Teachers*

This is the one area, working with teachers, in which virtually all experts writing on or about the elementary guidance worker (or, as some prefer, child development consultant) agree as to what the specialist must do. Three excellent sources favored by this author which explain how the elementary guidance counselor might work with the teacher are the works of Grams (1966), Faust (1966, 1968a) and Dinkmeyer (1968). Basically, these authors see the elementary counselor as a specialist trained in a large sense as a consultant to teachers on and about learning, including its affective aspects. Grams (1966) puts it this way:

> Here the specialist, the child behavior consultant, seeks to help by consulting with teachers about the behavior of a given child, by providing the teacher with insights into the nature of these problems, and with support for the decisions made and form of intervention adopted. (p. 155)

The elementary guidance counselor is seen as a "human behavior specialist" (Faust, 1966) who has as his first priority the working with groups of teachers and if necessary individual teachers. Faust (1966) speaks of teacher consultation as follows:

> Note, again, however, that consultation is nearly always related to the mental apparatus. The counselor never, for example, advises, or consults in regard to instructional methods per se. This is work of the curriculum supervisor. Furthermore, the counselor has not been prepared thoroughly enough in either instructional methods or content, to advise in this area. He can only, by virtue of his counselor education, interpret the teacher's current methods and content within a framework of the kind of impact they may have on the mental apparatus of the child. (p. 67)

The elementary guidance counselor's responsibilities to teachers are basically of three types: consultation, in-service training, and counseling. Some examples of these responsibilities are as follows:

a. Consultation
    1. Arrange case conferences with teachers
    2. Assist teachers, when requested, in communicating with parents
    3. Observe and confer with teachers about students when requested
    4. Help teachers develop student orientation programs
    5. Confer with teachers who seek help about learning or classroom dynamics.
    6. Confer with teachers and mutually develop behavior modification programs when necessary and with follow-up consultation.

b. In-service training
    1. Facilitate teacher sensitivity to the dynamics of group interaction.

2. Assist teachers in curriculum development to assure a balance between cognitive and affective factors.
3. Help teachers understand the guidance program and its goals.
4. Assist teachers in developing and conducting guidance units.
5. Help teachers understand the importance of and methods by which developmental information on students is accumulated.
6. Enhance teachers' potential to more adequately facilitate childrens' "perceiving, behaving, and becoming."
7. Assist teachers in creating a learning climate conducive to successful learning and to developing positive attitudes toward learning.

c. Counseling

1. At times teacher consultation may lead to a counseling relationship.
2. Counsel teachers who specifically request such service
3. Group work for those teachers who wish to develop sensitivity and self-awareness.

Too often our teachers stand very much alone in the classroom with classes far too large and pupils of varying degrees of motivation. Teachers need someone they can turn to for help, a professional whom they can consult and seek counsel with minimal fear of being judged or evaluated. Hopefully the guidance worker can be that person . . . a former teacher with added special training, a sensitive understanding person to whom teachers may turn to . . . to test out their ideas, feelings, and perceptions. Thus the guidance worker serves as a counselor-consultant (Faust, 1968) to the teacher, for in whatever way the guidance worker can enable teachers to be more effectively helpful to children, to that degree the elementary counselor serves *All* children.

4. *Working with other Specialists*

There are many different types of specialists who are called upon to help children directly or indirectly through consultation with teachers. Such specialists that are not directly concerned with curricular matters are usually somewhat socio-psychologically oriented and usually deal with problem students. (An exception may be the school nurse.) Since the elementary counselor is not "crisis oriented" there will frequently be

instances when he can best help the child or the teacher by facilitating referral of such problem students to other school specialists.* At times referral may be made to outside agencies; however, it is suggested that referral to outside agencies might be the responsibility of the school social worker or the school psychologist with the school principal's direction and parental consent. Since many specialists are usually itinerants, who visit the elementary school when called, or on some given schedule, it would be best if the guidance counselor performed a coordinating function. This is especially true when case conferences need to be held that require the expertise of these outside specialists.

Professional Competencies

An elementary guidance counselor who is to actively seek to create and foster within an elementary school a developmental guidance program and viewpoint, must acquire certain knowledge, skills, and techniques; he must also be *enabled* to develop certain personal competencies, all of which will enhance his potential to interact with children and adults in a deep and meaningful manner.

1. *Human relations Skills*

Inasmuch as the guidance counselor's major responsibility is that of working with children, parents, teachers, administrators and other school personnel, constantly working with people of varying backgrounds, it is of utmost importance that the counselor be especially competent in human relations. In speaking of counselor preparation programs, Wrenn (1962) states that "Experience which contributes to a desirable maturity of outlook and skill in interpersonal relations is essential." Faust (1966) for example, emphasizes that the elementary guidance worker is a "human behavior specialist." He must be effective in individual and group situations. He must have a keen sensitivity for people and the way they communicate, be it verbal or non-verbal communication. Since the worker is viewed as carrying on individual and group consultation sessions with parents and teachers, proficiency in human relations becomes a vital part of his effective functioning. Thus Lifton (1966) concludes:

> The main point of the article is that counselors are working with social beings in a social context. It is important that 'as students' they be encouraged in the lifelong task of attempting to gain some awareness of the process of

*The role functions of these specialists will not be discussed in detail here. Their role functions as described by G. Dean Miller in a "Suggested Model for Elementary Guidance" (Grams, 1966) and results of the IRCOPPS study on role preception as reported by Fisher (1966) would, I believe, provide a workable distinction between the role functions of the elementary guidance worker and the various specialists. An excellent chapter differentiating the roles of the specialists may be found in Faust (1968).

> socialization and some appreciation for its subtle beauty and far reaching implications. Such experiences seem to lead students to an increased sensitivity to and acceptance of themselves and others in the human situation. (p. 41)

In view of the rebirth of parental involvement with the school and especially the current trend of school sponsored human relations and sensitivity training experiences, the elementary guidance counselor will serve an important role.

2. *Counseling Skills*

Proficiency in the skills and techniques and attitudes of counseling are essential for two reasons: (1) to be able to effectively counsel students and adults and (2) to be able to use such skills and attitudes to create more meaningful relationships in his consultant roles. Counseling skills at the elementary level requires much more training than at the secondary level. This is because counseling work will be not only with adults but also with children, and such counseling may be with individuals or in groups. (Ohlsen, 1965 & Smith & Eckerson, 1966b). An analysis of 1966 NDEA elementary guidance institute programs indicates a more inclusive practicum experience as described above. Moreover, since counseling may well be with very young children, the counselor must be able to use not only verbal techniques but also play media. This is not only because some children are not very verbal, but also because some children express themselves more freely and more effectively through play media. (Ohlsen, 1965; Meeks, 1964). The writer concurs with Faust (1966) that the emphasis here is upon "play media" or if you wish "play materials" as somewhat distinct from play therapy. The stress is upon a medium to establish communication and relationship rather than diagnosis and insight.

3. *Consultation Skills*

Consultation as mentioned previously is seen by many experts as a key function of the elementary guidance counselor. (e.g. Grams, 1966; Dinkmeyer 1968; Ohlsen 1965). Moreover, consultation is to be carried on with parents and teachers either individually or in groups. The intent of consultation may be said to be twofold: (1) to assist parents and teachers to become more effectively able to enhance the learning and development of children, and (2) to more effectively learn about the children these adults are concerned with daily. (Meeks, 1964; Ohlsen 1965).

This area of consultation is considered a relatively new frontier which is not fully explored nor researched. Anna Meeks (1964) commented, "We are just beginning to explore the value of individual and group conferencing with parents as a means to improve pupil achievement."

At present there is a tendency to stress that in consultation the focus is on the problem of the consulter, not the consultee himself. Moreover, there is some stress that help is offered largely as a result of the consultee's request for assistance, and the consultee need not abide by the consultant's recommendations. (Sarason, 1968 and Minnesota, 1969). Thus Gerald Caplan (1963) comments:

> The consultant may offer helpful clarifications, diagnostic interpretations, or advice on treatment, but the consultee will be free to accept or reject all or part of this help. Action for the benefit of the client that emerges from the consultation is the responsibility of the consultee. (p. 470-471).

A dilemma as yet unresolved is the boundary between consultation and counseling. These two aspects are not viewed to be synonymous, but in actual working situations frequently there is a risk of overlapping one another with possible confusion and repercussions. (Ohlsen, 1965 and Caplan 1963) This writer's viewpoint is that consultation is a very important and necessary counselor role function, however, when called for a counselor should and may have to counsel a teacher or parent to be effectively helpful. One should not, however, forget there are some subtle and basic differences between the consulting and counseling roles.

4. *Diagnostic Skills*

While the elementary counselor is not "crisis oriented" this does not mean that he need not have adequate background in diagnostic work. (Grams, 1966) Diagnostic know how in this instance requires a sound background in the various types of achievement and basic skills tests used in the elementary setting. A good working knowledge of intelligence tests, personality inventories, perceptual-motor measures and what they mean may also be of great value to the elementary setting. It should be clear, however, that this is not to be taken to mean that the elementary guidance worker will become as involved in giving tests as do school psychologists and many secondary counselors. Moreover intelligence testing and diagnosis in depth is by training and role function the prerogative of the school psychologist. (Faust, 1966 and Fisher, 1966). The elementary guidance counselor does need to know the strengths and limitations of such instruments and when necessary be able to interpret such results to teachers, principal or parents. Furthermore, it would be helpful if the guidance worker had some proficiency in the use of sociograms and other informal assessment techniques for classroom consultation. (See Fox, 1966) He must also have a strong background in child development in reference to what is "normal" or deviant development. He needs some understanding of the talented, the underachiever, the average learner, the slow learner, the exceptional child. The focus here

is not to be merely on socio-emotional aspects but just as much on learning aspects. As pointed out by Grams (1966) to facilitate competence in learning means one is also facilitating emotional growth. A major emphasis will be to assist parents and teachers to more effectively facilitate cognitive and affective development. In order to do this some diagnostic understanding is essential to be helpful in a *developmental approach* and finally to be able to identify children who require further diagnostic work or referral.

5. *Developmental Guidance Skills*

As previously discussed the elementary guidance counselor will have developed special competence in working with groups. This is in order that special emphasis can be placed upon classroom group activities and discussion through the use of developmental guidance units* that focus upon the developmental tasks of elementary school children. Publications which focus on this area include two yearbooks of ASCD (1962, 1969).

Thus although there will be individual sessions, stress will be upon group sessions for common developmental needs. Blocher (1968) put it very well when he said, "The role of the developmental counselor is largely to design for the client a set of experiences which will facilitate the mastery of key developmental tasks." (p. 168) Developmental facilitation implies that the elementary guidance counselor will be primarily responsible for coordinating and facilitating the development of and at times leading the discussion of regularly scheduled sessions with groups of children on such topics as peer relations, physical growth, sex education, teacher-pupil relations, the meaning and purpose of pupil evaluation, mental health aspects, dealing with adults, problems in learning, attitudes toward self and others, and learning attitudes. Many of these group sessions will and should involve teachers, parents, and other school specialists as the interest and competences of each may apply. (Blocher 1968; Peters, Shertzer & Van Hoose 1965; Shaftel, 1967).

Professional Preparation**

The professional preparation of the elementary guidance counselor, or as some prefer to call him, "child development consultant," is still being evolved. Experts are not fully agreed as to what the curriculum of

*The enrollees of the 1968-69 Elementary Guidance and Counseling Institute at UMD are currently compiling, revising and collating all materials currently available such as the Palomares, Ojemann, 3M, American Guidance Services, Steck-Vaughn and the like. In addition the enrollees are creatively developing and testing out new developmental guidance units (DGU) for all grade levels.

**Many of the ideas presented were greatly influenced by the monograph (Grams 1966) and by the curricula of the various NDEA elementary guidance institutes whose directors were kind enough to send copies of their institute programs to me or to G. Dean Miller of the Minnesota State Department.

such a training program "ought to be." This problem is further complicated by the lack of agreement as to the emphasis or focus of the program. In other words, is the focus to be basically remedial or developmental? Is it a combination with varying degrees of emphasis? Thus, the curriculum cannot but be greatly affected depending upon a prior decision as to what is to be the major role and function of the trainees. Hence, we return to the earlier statements concerning a need to clarify the philosophy and goals of one's program which in turn determine the curriculum.

As this paper advocates a developmental point of view which is somewhat similar to that proposed by Grams (1966), the intent is to devise a counselor education program which will prepare counselors to be highly cognizant of the growth and learning needs of the child at different stages of development. The product of such a program of content and experiences should be equipped to assist teachers and parents in developing a climate conducive to growth and learning which makes for competence and fully effective functioning beings. In such a climate, the child not only learns but he learns to learn and he learns to want to learn about his environment and his self in positive terms.

1. *General Program Characteristics*

The general nature of this program will be fourfold. One aspect of the program is to provide basic academic knowledge of important theories that apply to the developmental guidance viewpoint advocated and to research findings that support, question, modify or add to these theoretical frameworks. A second area is that of skills and techniques that must be acquired by a trainee in order that he may adequately fulfill his functions as previously described. The third area would be the practical supervised experiences with children and adults individually or in groups, which will enable the trainee to have firsthand learning experiences. The fourth area would be individual and small group experiences for the trainees themselves in order to foster greater self-awareness and self-acceptance and hence greater personal competence.

Some specific aims which the program will seek to accomplish are as follows:

a. to acquaint the enrollee with the theoretical literature and research findings concerning child growth and learning;

b. to increase the enrollee's knowledge and understanding of child development and behavior;

c. to increase the enrollee's knowledge and understanding of what elementary guidance services ought to be and what functions are served by different school personnel;

d. to increase the enrollee's knowledge and understanding of the function of curriculum and instruction in reference to the dialectic between cognitive and affective aspects;

e. to increase the enrollee's knowledge and understanding of the legal and ethical aspects of guidance services as these relate to parents, teachers, students and colleagues;

f. to increase the enrollee's competence in the use of test and non-test data to more effectively assess the learning and behavioral characteristics of school children;

g. to create within enrollee's a greater sensitivity to the power structure which exists in a school environment, so that he may more effectively carry out his work;

h. to facilitate the enrollee's understanding and acceptance of self in order that he may learn and grow to become a more effective and competent guidance counselor;

i. to enhance the enrollee's sensitivity to self and others in order that he can more effectively work with parents, teachers and children;

j. to increase the enrollee's proficiency in consulting or counseling with parents about their children's learning and growth problems or development;

k. to increase the enrollee's proficiency in consulting or counseling with teachers about children's learning and growth problems or development;

l. to increase the enrollee's proficiency in counseling and working with children to enhance their growth and development;

m. to improve the enrollee's competence in counseling and consulting with both *individuals* and *groups;*

n. to provide the enrollee with extensive practical experience in order that he may test out his knowledge, skills, and understandings, and to make improvements in order to become a more effective developmental guidance counselor.

2. *Program of Studies: The Curriculum*

The curriculum as currently envisaged would seek to provide integrated, meaningful learning experiences through didactic instruction and planned exchange of ideas and experiences through small group and seminar discussions on such topics as learning, child growth and development, appraisal procedures, practicum and field experiences, and group procedures and process experiences.

a. Focus on learning: The child normally needs and wants to learn, and the school has been devised as the medium to facilitate and foster learning. From the developmental viewpoint (Havighurst 1948, Bloom 1964) early learning experiences form the foundations of basic skills and knowledge and attitudes; therefore, it becomes important that the elementary guidance trainee be provided an excellent background on human learning. Early emphasis in the training should be on theories of learning and motivation followed by analysis and application of such theories to the classroom learning situation in reference to the wide range of individual differences. Thus the ASCA Committee (Meeks, 1964) states, "Since the work of the counselor is primarily concerned with the child as a learner in an educational setting, the counselor must be thoroughly cognizant of both the learning process and of the classroom situation." Both cognitive and affective types of learning are to be covered.

b. Focus on child growth and development: Consideration should be given to principles and theories of child growth and development from preschool years as well as the elementary school years. Topics such as cognitive development, concept formation, physical development, socio-emotional development, perception and self concept development, and the child and the family should all be emphasized to provide the trainee with an adequate background of child development. (e.g. Faust, 1966; Munson, 1966). Great emphasis upon child growth and development is only natural since the sole purpose of the school and teachers and a major concern of parents is the focus upon facilitating children's maximum development. The counselor must be quite knowledgeable in child development in order that he may: (1) be effectively able to help children with their concerns and (2) be successful in consulting with teachers and parents about children. Thus Marion Heisey (in Dinkmeyer, 1966) commented:

> . . . at every stage of child growth there are different physiological and psychological developmental patterns. The counselor should be sufficiently schooled in this area to serve as a resource to parents in helping them understand patterns of growth and what the expectations of the parents should be." (p. 21)

c. Focus on methods of appraisal: To provide the trainee with an adequate diagnostic background and the means by which he may effectively assess the growth and development of children in order that he may be helpful to children and fulfill his consultative role to teachers and parents, a core of basic courses must be provided. The core should be composed of three parts:

1. A sequence of interdisciplinary courses to provide the trainee with an understanding of the philosophical bases of the critical issues in

education and a sociological knowledge of urban and rural living is needed. Thus Pierson (1965) in the evaluation of the regular NDEA guidance institutes concluded that "Counselor educators should increase their efforts to enlist the help of scholars in related disciplines to strengthen counselor training programs." Similarly Wrenn (1962) contends that ". . . the broad education of the counselor demands a graduate school program that extends beyond the work of the sponsoring department."

2. A series of education and curriculum courses are needed to strengthen the trainee's understanding of numerical, verbal and other aspects of learning basic to elementary education. Successful teachers seeking to become counselors may require less work in these areas than would individuals with no teaching experience. For assessment is enhanced if one has some background and understanding of the learning problems related to the content areas being taught.

3. A basic sequence of psycho-educational courses to provide the trainee with an understanding of principles and methods of guidance, measurement, personality, statistics, and counseling theories must also be provided. (e.g. Munson 1966, Ohlsen, 1965). To understand behavior necessitates a broad background of interrelated course work. Thus Patterson (1966) states:

> Theories of counseling cannot be clearly separated from theories of learning, theories of personality, or general theories of behavior. Counselors deal with behavior. (p. 7)

d. Focus on practical experiences: The practicum experience is frequently seen as a culmination course in which enrollees are provided the opportunity to integrate and apply or test out what has been accumulated through the various didactic course work and learning experiences. Counselor trainees have usually commented that the practicum is for them the most meaningful learning experience, and they frequently have requested more practicum experience. Therefore, after Pierson (1965) completed his evaluation of regular NDEA institutes he concluded that "Institutes have demonstrated the fact that supervised practice is the most vital part of the counselor training experience." At the elementary level, experts have advocated more hours of supervised practicum as well as a more varied practicum experience. Therefore, the practicum experience envisaged here will be of three types: (1) a field practicum experience which takes the trainee into a school situation to observe children, consult with teachers and parents, and if possible to confer with a practicing elementary counselor; (2) a counseling practicum with adults to provide the trainee experience counseling with older and probably more verbal types of clients; (3) a practicum experience with children of K-6 grade levels using verbal techniques as well as play

media. (e.g. Faust, 1966; Ohlsen, 1965; Meeks, 1964). Such varied and intensive practical experiences should well prepare the trainee for his future job requirements in working with parents, teachers and students. Thus Smith and Eckerson (1966b) conclude in their national survey on child development consultants:

> Graduate preparation for CDC's therefore, should include courses in working with parents, inservice education for teachers, and ways of working directly with young children. (p. 63)

e. Focus on group procedures and process: The intent is to enable the trainee to gain insight into the dynamics of interpersonal interaction and the procedures and techniques that facilitate individual and group development. Also of great importance is the provision of experiences that will promote the trainee's understanding of his own personal dynamics. As Faust (1966) stated, such group experience ". . . is not designed to restructure personality, but to step-up sensitivity to interpersonal relationships and the need system of the self and others." In other words, a counselor training program should be committed not only to providing didactic learning but also to providing trainees with experiences that will facilitate their growth and development toward becoming more open to experiencing, more free to express what they perceive and feel, more free to explore and inquire, hence more effectively open to learn to become more competent and sensitive persons. Examples of the effective use of the group approach may be seen in the work of the National Training Laboratory in Bethel, Maine or the NDEA guidance institutes throughout the country. Thus, in his evaluation study Pierson (1965) concluded:

> Institute experiences have made it clear that, in the hand of competent counselor educators, groups can be very effective instruments for teaching essential attitudes and relationship skills. (p. 67)

Of special note was the plan to carefully structure the nature and sequence of the learning experiences, especially the practica, in order to re-emphasize the developmental viewpoint of the training program. For example, the first practicum experience should focus on classroom observation, conducting developmental guidance units in the classroom, and consulting with teachers and parents. Enrollees should not be given any background in counseling theory or practice in order to insure minimum involvement with individual counseling either because of teacher referrals or enrollee preference. The second practicum should focus on group guidance with children and parents and not until the third and final practicum should individual and group counseling be heavily emphasized. Tentative findings as a result of our experience with the 1968-69 NDEA

Institute indicate that this approach tended to bias teachers toward developmental guidance units as preferred first place in helpfulness and individual and group counseling in second place preference—a finding contrary to other studies. Thus enrollees gained competence and also became convinced of the effectiveness of the developmental guidance unit approach and viewpoint.

Chapter 4

The School Environment

While counselor educators may dream dreams and seek to create training programs to produce elementary guidance workers who are adequately trained to facilitate the growth and development of children, all this may amount to little gain or change unless the educational environment is committed to enhance children's fullest development. Such a commitment must emanate from the school administration to the teachers and even to the janitor and secretarial staff, so that the children and parents will inevitably sense this interest and desire to facilitate the learning and growth of *all* children. Hence, Grams (1966) makes a plea for strong, innovative administrative leadership. Not only must there be a leadership, creativity, and a willingness to experiment, but there must also exist a strong desire to systematically assess and evaluate what is being accomplished, be it in the classroom, the guidance office, the PTA, or even the administration itself. In other words, there must be an openness to change, a commitment to learn, and learning itself. Thus Carl Rogers (1967) has recently come forth with a "Practical Plan for Educational Revolution." He states, "Why then any talk of revolution? I should like to make clear my reasons for believing that only a tremendous change in the basic direction of education can meet the needs of today's culture." Rogers advocates that:

> The goal of education must be to develop a society in which people can live more comfortably with *change* than with *rigidity*. In the coming world the capacity to face the new appropriately is more important then the ability to know and repeat the old. But such a goal implies, in turn, that educators themselves must be open and flexible, effectively involved in the processes of change. (p. 2)

Consistent with such a commitment should come a restructuring of the school environment. In effect, a guidance point of view should prevail, and there should exist a time commitment to guidance. Just as we would not hire a mathematics or English teacher and not provide blocks of time for them to teach their subject, so it seems inconceivable that we employ school counselors and not provide time for them to work with teachers and students; yet that is precisely what we are doing in our secondary schools. Limbacher (Moreau, 1967) asserts: "Teachers have

our children for about seven hours of the most critical, problem-facing period of the day. The teacher-pupil relationship is too much a part of the child's socialization for teachers to stand off and say that mental health is not their business" (p. 87). Furthermore, if all teachers have guidance functions as is commonly advocated, when will they perform these functions? Should not time be provided likewise? At the elementary level, the emphasis is strong (perhaps we have learned from the secondary experience) that guidance is for *ALL* children and that the teacher *must* play a key role. How is this to be accomplished if the teacher and the counselor have no time commitment to carry out these guidance functions? It is this author's opinion that if no time commitment is provided for teachers, students, and guidance worker to exercise the guidance functions, the elementary guidance program will not become a program for ALL children, and it will very likely become highly remedial in emphasis and only in a limited or small way developmental. Therefore, it is strongly advocated that steps must be taken to restructure the school environment to create a climate and working situation which will make possible the evolvement of a truly meaningful and effective guidance program.

Thus the Eastern Regional IRCOPPS Center (1966) reports:

> It is frustrating to be committed to seek out optimum pupil services, with pupil learning competence and general effectiveness as criteria, while having to accept traditional school organization and teaching methods as given. (p. 14)

A final point to be made is that our youth spend a major part of their waking hours within a school setting. Thus the school can and does have a far greater impact, be it planned or unintentional, upon our youth. Hence Macdonald (1966) in speaking about developing human potential deplores the current mode of operation of our schools and asks for a ". . . redefinition of the function of the school in our society." Nevertheless, Macdonald concludes as follows:

> The schools are perhaps the only potentially controllable agency for humanization left in society. The schools, then can play a major part in buttressing the person from the massive dehumanization of the broader society, and provide the avenues for transcending self and society needed for development of human potential. (p. 18)

Perhaps a possible step in the direction to facilitate a movement for fluidity and possible changes in education might be the implementation of Rogers' (1967) suggested plan for educational innovation. His suggestion was that education might well benefit by following the path taken by industry and management in the development of group sensi-

tivity training programs. Such a program should be for all levels of education, boards of education, school administrators, school teachers, and even students. While this plan would not necessarily be a complete answer to the problems of education, the writer concurs strongly with Rogers that such a program would be invaluable and with inestimable outcomes. While research evidence is not currently available, reports on recent attempts to implement sensitivity type training approaches to the educational setting in Minnesota have generally been quite favorable. In a few instances parental groups have reacted negatively. This author's limited experience in this area would suggest that such attempts should be carefully planned, modified approaches that are geared specifically to the problems of the school system.

Developmental Model in Summary

The position taken is that elementary schools need a guidance program and an elementary school guidance counselor who is a regular member of a given school staff. He should not be itinerant. However, it is advocated that elementary guidance should not be merely an extension of the secondary guidance program. The viewpoint taken here is that elementary guidance should be developmentally focused rather than remedial, and that great emphasis should be placed on working with parents and teachers as well as with students. Stress is placed on group work and consultation; however, individual contact and counseling is still advocated and considered necessary.

The need for elementary counselors and the paucity of appropriate training programs is indicated. Finally, a training program to prepare guidance counselors to fulfill certain role functions considered compatible with the developmental viewpoint is described in some detail.

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Appendix

PROPOSED REGULATIONS FOR ELEMENTARY SCHOOL COUNSELOR CERTIFICATION*

A. One year successful elementary teaching experience.

B. Completion of a Program Approved by State Department of Education. Masters degree optional.

Approved Program Content: The elementary school counselor preparation program would be based upon a minimum of 44 graduate quarter hours credit. It would prepare counselors to achieve the goals of elementary guidance (see Goals, p. 46) through development of a set of competencies. Preparing institutions shall be responsible to delineate how their programs will satisfy the development of the following competencies:

- Counseling Skills
- Consultation Skills
- Diagnostic Skills
- Human Relations Skills
- Developmental Guidance Skills
- Coordination Skills

Endorsement from such a program qualifies a person for a standard two year elementary school counselor certificate.

C. The two-year certificate approved for five years through completion of six additional credits in related competency areas and one year successful elementary counseling experience.

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*These proposed standards were developed during the 1968-69 school year by a special State Department of Education appointed Task Force. Members of the Task Force included: Warren Panushka (Chairman), Virgil Wurr, Dr. Moy Gum, Dan Richter, Earle Berge, Elvera Springer, Dr. Patricia Goralski, LaVelle Nutt, Mike Berger, J. Donald Larson, Donald Bender, Milo Madsen, Jean Dotseth, Reynold Erickson, Gerald Kleve, Dr. Wesley Tennyson and G. Dean Miller.

Next steps include review and/or approval by the Office of Teacher Personnel, Minnesota Department of Education; appropriate Advisory Committees of the State Department, State Board of Education and a Public Hearing. Final approval rests with the State Board. For further information, contact: Pupil Personnel Services Section, Minnesota Department of Education, Centennial Building, St. Paul, Minnesota 55101.

PROPOSED STATE DEPARTMENT OF EDUCATION GUIDELINES FOR PROGRAM APPROVAL

I. GOALS OF ELEMENTARY GUIDANCE

- To assist children in developing positive attitudes toward learning, self and life.
- To help children appreciate their own individuality, be sensi tive to others, and experience satisfaction from their relations with adults and other children.
- To identify and communicate to teachers and parents about facilitating behavior, attitudes and experiences which will enhance children's success early in life (preschool) as well as during their school life.
- To assist children to develop competencies with which they can cope with frustration and conflict in their personal-social life.
- To help children become aware of the place of values in life and to assist them in developing a system of their own which is compatible with a pluralistic society.

II. COMPETENCY SKILLS

A. Counseling Skills

1. The ESC must possess and utilize counseling skills and attitudes which will allow counseling with children, parents and/or teachers; singly or in groups; where the focus is on the needs of the counselee(s).
2. The ESC must possess knowledge and skills which will allow communication with the less verbal child.

B. Consultation Skills

1. To consult most effectively the ESC must possess and use counseling skills and attitudes including the ability to listen objectively, empathize and be open and genuine. He must be able to instill confidence in the consultee to experiment with innovative approaches to more effectively resolve the presented problem. He must also possess the maturity to allow the consultee the freedom to choose or not to choose the mutually discussed alternatives.
2. To consult most effectively the ESC must utilize special knowledge, not normally possessed by the consultee, to assess, diagnose and offer alternatives relevant to the problem at hand. This knowledge and skill is based upon a thorough understanding in many areas, some of which are child development, learning theory, and school organization and its social dynamic system.
3. To be most effective, the ESC must not only be capable

of discussing new approaches with the consultee, but must be able to demonstrate his suggestions in order that they may be more fully understood and to increase the likelihood that the consultee will actually implement the mutually agreed upon procedures.

C. Diagnostic Skills
   1. Demonstrates sufficient proficiency in the basic principles of measurement to accurately interpret, selectively evaluate and provide consultation regarding standardized group tests.
   2. Demonstrates competence in the use of several standardized group achievement, intelligence and readiness tests and familiarity with diagnostic screening tests to facilitate consultation.
   3. Demonstrates familiarity with individual mental testing sufficient to facilitate teacher or parent consultation regarding individual psychological reports and coordination with psychological and psychometric services.
   4. Demonstrates competence in the assessment of interpersonal and intrapersonal factors which effect pupil learning.

D. Human Relations Skills
   1. Demonstrates ability to facilitate and enhance communications between and within the home and school and other social systems.
   2. Demonstrates the ability to foster the skill of relating with other individuals.

E. Developmental Guidance Skills
   1. Demonstrates an understanding of the developmental concepts as they relate to guidance and their relevance to individuals at different age levels.
   2. Demonstrates familiarity with currently available resources and their utilization.
   3. Demonstrates ability to create new developmental materials and to adapt or expand current materials, in view of the needs of the school and the on-going classroom situation.
   4. Demonstrates group guidance skills and attitudes so that he can work effectively, in both cognitive and affective domains, with small or large groups of children.

F. Coordination Competencies

   Many school specialists, outside agencies and other professionals at times are called upon to help children. The elementary school counselors should know and understand how

the functions of these ancillary services facilitate the aims and philosophy of the school. Under the direction of and in consultation with the principal, he should be prepared to act in a coordinating capacity between these resources and the school.

III. STAFF QUALIFICATIONS

Staff shall include individuals with the doctorate in the field of counselor education with a focus in elementary guidance.

Staff shall include clerical workers sufficient to serve the clerical needs of the program.

IV. FACILITIES

Shall include classrooms, laboratories appropriately equipped for listening and observing, conference rooms, private offices for counseling and adequate office space for clerical staff.

Practicum facilities are provided on and/or off campus in cooperating schools or other agencies.

V. SIZE OF PROGRAM

A sufficient number of students must be enrolled in the program to provide for quality of instruction and economy of administration.

VI. FACULTY LOAD

A maximum ratio of 5 to 1 of graduate students to faculty for practica. Administration should look at the load of this responsibility and make an adjustment in balance of practicum supervisor's load.

VII. LIBRARY COLLECTION

Institution shall hold a collection of books and periodicals both current and historical (provide bibliography) adequate to cover the general topic of elementary guidance and related areas.* Include microfilm, films, filmstrips, records, audio and video tapes.

VIII. SUPPORTIVE STAFF

If other department staff and facilities will be used to develop competencies note where appropriate and how they will be involved.

IX. CURRICULUM

Institution shall show in writing how knowledge will be imparted and how skills will be developed and integrated through courses, seminars, field experience, practica, research and the like.

Plan should include provision for counselor education staff to review and evaluate program content on a regular basis.

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*See State Department of Education *Elementary Guidance Bibliography of Books and Articles*—1968 and *The Audio Visual Directory of Guidance Materials*—1969.

MINNESOTA GUIDANCE PUBLICATIONS

Guidance: A Statement of Philosophy
Minnesota Blueprint for Guidance
The Parent and the Counselor
The Teacher's Role in Career Development
Career Charts
Counselor's Handbook
The Teacher Looks at Guidance
The Administrator's Guidance Handbook
The Teacher and Guidance in Minnesota
College Information Guide
Minnesota Test-Norms — Expectancy Tables
Apprenticeship Training in Minnesota
Earning While Learning —an apprenticeship brochure
Suggested Units on Career Planning
The Minnesota Filing Plan
Audio-Visual Guidance Materials
Careers with the State of Minnesota
Referral and Rehabilitation Resources in Minnesota
Paramedical Training in Minnesota
Facilitating Learning and Individual Development
The Elementary School Guidance Counselor
Counseling is . . .
Directory of Courses Offered in Area Vocational-Technical Schools
Minnesota Testing Programs: A Study
Guidance Programs and Their Impact on Students
Counselor Education in Minnesota: A Status Study
Vocational Students' Perception of Guidance Needs
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Minnesota Guidance Bulletin